

HOLMFIRTH JIN: SELF-EVALUATION OVERVIEW (OCTOBER 2021)

IN A SENTENCE...

Nabb school's welcoming and caring ethos, offering high quality teaching, which is reflected by daily engagement and by outcomes, has created a happy, secure and stimulating learning environment.

AT A GLANCE... (2020-21 / 2021-22 / From LT enquiry)

KEY AREA	STRENGTHS	FURTHER DEVELOPMENTS
1. QUALITY OF EDUCATION (SUMMER1)	<ul style="list-style-type: none"> • Creativity • High engagement • Curriculum opportunities 	<p>To ensure that pupils experience a broad, balanced and ambitious curriculum.</p> <p>To develop the use of assessment opportunities in foundation subjects.</p> <p>To refine and embed principles of good and outstanding practice.</p> <p>To ensure progression is evident in all subjects.</p> <p>To identify staff and subject strengths and areas for development.</p> <p>To ensure that information is provided for parents</p>
2. LEADERSHIP (SUMMER 1)	<ul style="list-style-type: none"> • Team approach / culture • Vision 	<p>Governors contribute actively + increased partnership.</p> <p>Develop staff curriculum expertise + SEND procedures.</p>
3. ATTITUDES + BEHAVIOUR (SPRING)	<ul style="list-style-type: none"> • Positive relationships • Peer support • "Family" network 	<p>Key families improve engagement, attendance and punctuality.</p> <p>Respond to increased episodes of isolation + anxiety, since March 2021</p> <p>Ensure inappropriate peer on peer behaviour is immediately acted upon.</p>
4. PERSONAL DEVELOPMENT (AUTUMN 2)	<ul style="list-style-type: none"> • Confidence • Moral compass • Kagan performance 	<p>The PSHE curriculum is cohesive and progressive, is taught to a high standard, meets the identified needs of our pupils and develops knowledge and understanding of the importance of community and democracy.</p> <p>Following COvid19, identify key strands of community and relationships.</p> <p>Ensure curriculum experiences develop cultural experience.</p>
5. EYFS (AUTUMN 1)	<ul style="list-style-type: none"> • Pedagogy + approach • Positive attitudes • Parental relationship 	<p>A smooth transition to the new EYFS curriculum, with all staff confident about New Development Matters and assessment procedures.</p> <p>Identify curriculum ambition + progression (7 areas of learning)</p> <p>Identify vocabulary development + communication opportunities</p> <p>Ensure that curriculum meets all needs.</p>
6. OUTCOMES (SUMMER 2)	<ul style="list-style-type: none"> • EYFS – National + • Phonics – 3 year trend • KS1 /2 – National + 	<p>All pupils maintain (Accordance) or improve progress (Assurance) from prior key stage.</p> <p>Since March 2021, identification of pupils @1 for R/W/M + key concepts (Class tracking) + small step progress (PiRA + PuMA)</p>
7. SEND (AUTUMN 1)	<ul style="list-style-type: none"> • TA expertise • Parental relationship 	<p>All pupils demonstrate “small steps” of progress</p> <p>Specific needs identified early and support for parents highlighted.</p> <p>Improved SEMH outcomes, since March 2021.</p>
8. SAFETY (SUMMER 2)	<ul style="list-style-type: none"> • Community knowledge • Collective responsibility • Control of risk 	<p>Increase leadership capacity and knowledge of support networks.</p> <p>Identify key vulnerable pupils for consistency of approach</p>

DEVELOPMENT PLAN OVERVIEW 2021 (AT A GLANCE...)

AREA	IDEAL	REALITY	NECESSARY ACTIONS (RAG)
QUALITY OF EDUCATION (NOW)	Pupils experience a broad, balanced, ambitious + coherent curriculum. Planning and assessment consistency	The existing curriculum demonstrates breadth.	Identify intent, using end points and milestones. Identify implementation, using planning. Identify impact, using assessment and enquiries. Audit subjects for dive / enquiry priority key questions + action plans Ensure progression is evident in all subjects. Identify strengths and development for CPD. Ensure relevant information is provided for parents
NEXT	Assessment opportunities provide teachers with increased knowledge of attainment in all foundation subjects. Principles of good and outstanding practice are embedded.	Subject portfolios reveal breadth and balance, with some evidence of assessment. Excellent practice is showcased on the website and portfolios.	Assessment opportunities, milestones and tasks. Create class portfolios for implementation of assessment + ows and wows for impact. Whole staff CPD for: Class tracking / IEPs / Assessment ows + wows / W.A + R.T
LEADERSHIP (NOW)	All governors contribute actively and have a clear insight of standards as a result of increased partnership.	Governors provide support, engagement and challenge. Reports, enquiries and updates provided by HT.	Identify / establish governor twinning. Timetable for SEF sections at meetings. Presentation by governors.
NEXT	All staff develop expertise of curriculum + SEND procedures	Variation in confidence. SEND procedures heavily reliant on JW	Whole staff CPD timetabling for Computing + Music Whole staff CPD – self-help + independence.
BEHAVIOUR + ATTITUDES (NOW)	Key vulnerable families improve attendance, punctuality and engagement.	Attendance and punctuality are below 90%. Engagement with learning is below expected.	Identify key vulnerable families + targets. Identify support (internal /external). Case studies
NEXT	Pupils with increased episodes of anxiety, since March 2021, are identified and actions implemented.	Vulnerable index + Class on a page + Class tracking identification + response within class.	Liaise with Holmfirth Hub + Stronger Families to identify and provide necessary support. Case studies Ensure that inappropriate behaviour is tracked, collated and immediately acted upon.
PERSONAL DEVELOPMENT (NOW)	The PSHE curriculum is cohesive and progressive, is taught to a high standard, and meets the identified needs of our pupils.	Individual classes cover existing PSHE curriculum. KS2 PSHE taught in carousel by HLTA.	Audit of existing PSHE curriculum, using toolkit for SMSC. + areas for development (JC / DP / SW). Audit of enrichment visits + visitors. Planning of coherent opportunities.

NEXT	The PSHE curriculum identifies the overview for progression of community and relationships	Aspects of community and relationships are taught across all year groups.	Audit plans to match PSHE Association milestones. Establish own school intent. Ensure curriculum develops cultural experience
EYFS (NOW)	Smooth transition to new EYFS curric, with all staff confident about assessment. Staff are confident + make informed decisions about next steps.	The current EYFS curriculum is based upon Development Matters.	DP leading CPD for staff. Planning to include characteristics of effective learning + prime + specific areas to show overview. Creation of checkpoints Development of EYFS portfolio
NEXT	The EYFS curriculum is ambitious and provides excellent opportunities for communication?	The EYFS curriculum demonstrates breadth and balance.	Identify curric ambition + progression (7 AOL) Identify vocab dev + communication opportunities Ensure that curriculum meets all needs.
OUTCOMES (NOW)	All pupils maintain (Accordance) or improve progress (Assurance) from previous key stage.	October 2020 Assurance: Reading = 88.7% Writing = 90.8% Maths = 90.8%	Identification of pupils for class tracking. Analysis of interventions for Reading, Writing and Mathematics. Analysis of small steps for pupils @ 1.
NEXT	Within accordance, id of pupils + key concepts + small step progress.		Refinement of class tracking specificity (R/W/M @1) Pupils identified for PiRA and PuMA
SEND	All pupils demonstrate “small steps” of progress. Specific needs identified early.	Emphasis of IEPs written with SMART targets and with specific needs from September 2020. IEPs reviewed termly + small step progress is evaluated. Notes in pink and green indicate success + areas for continued development accordingly. Regular conversation with staff and KS1 with specific / suspected needs identified and action taken.	Embed IEP process of write / review / share . Share of good practice + impact at staff meeting. Impact of successes on refined choice of SEND provision programmes Individual conversations with staff as appropriate Analysis of G2 + no of expectation statements met. Meet with EYFS to establish clear criteria to identify children at risk of falling behind and the relevant actions to take. (Referrals to Portex / Portage)
	Through improved SEMH outcomes, SEND pupils develop and sustain motivation to strengthen academic outcomes.	Some children on register find it hard to show improved academic outcomes on G2. Broader outcomes promoted for all pupils, but esp SEND pupils.	Continued Kagan CPD for all staff Outdoor learning continuation Case studies (pupil voice) Develop opportunities to lead (Befriender / Playleaders)
SAFETY	Increase leadership capacity and increased knowledge of procedures, practice and support networks.	DSL + Deputy Relatively few incidents.	Re-structure of DSL + extra support for staffing change. Knowledge organisers + What to do if...guides Central updates of key pupils for all staff Self-help guide for all staff + list of contacts. Identify key vulnerable pupils for consistency of approach from all staff.

QUALITY OF EDUCATION EVALUATION

What is our rationale?	Relevance to locality, current affairs and to children's interests within areas of learning.
What is our intent?	To equip children with skills for life and employability, layering cultural capital with knowledge, experiences, visits and visitors and philosophy. To inspire children to enjoy learning, through a broad, balanced and ambitious curriculum.
How is our curriculum designed?	Coverage of NC objectives mapping + Chris Quigley support, within topics and themes. Creation of end points + milestones for each subject. Selection of key objectives for priority - NC / CQ objectives numbered. Long, Medium and 4C4Life plans created to show rationale, intent and 'spirit'
How do we deliver our curriculum?	Kagan structures. Everyone learning together, performing alone. Direct experience – visits, visitors, practical tasks, outside learning, recreation of events Community involvement
What actions have we taken?	Established process for subject development (rationale / narrative / examples / assessment / monitoring actions and notes for excellence) + role of subject supporters. Commitment to share experience (National Conference presentation) + University of London Met Ensured enquiries into provision, interventions in standards and progress in Reading, (Reading Provision Folder) Writing (Writing Enquiry + Monitoring Folder) and Mathematics (SW - Maths subject leader). Devised + embedded pupil tracking systems for attainment and vulnerability (recovery + reconnection / attendance) Continued to prioritise reading + reasoning and enquiry promoted across all areas (esp Maths and Science) Remote Learning provision + evaluation (T + L report Feb21) Continued refinement of class tracking procedures for return to school on Mar 8 th 2021. Staff CPD – Stem DT (EYFS + Y4) / EYFS – New Development Matters / PSHE + RE networks / Autism
What actions have we taken since March 2021?	Development of planning consistency (Long / Medium / 4C) + LT monitoring Development of assessment opportunities for Foundation subjects. Identification of milestones / assessment criteria and task / timetable by LT Class tracking + assessment procedures for recovery and reconnection (see T+L committee June 24 th) Established outdoor learning for all pupils with subject specialist. (FEEDBACK ON PSHE) Writing moderation – phase + LT Collection of pupil voice to show curriculum designed to be memorable, designed for talk and for explaining experiences. Foundation subjects assessment opportunities (milestones + voice + examples) Sequence of lessons
What has been the impact?	High engagement + Consistency + CPD for staff (moderation of standards / tracking / assessment / PE / Outdoor Learning) Problem solving + reasoning profile raised, improving outcomes and consistency in Maths and Science. Pre Covid19, increased number of pupils participating (choir, brass band) Subject portfolios – showcase learning, enthusiasm, raise subject awareness and indicate the success of learning.

<p>What is our current evaluation? What should we celebrate?</p>	<p>Learning is engaging, relevant and fun (see Pupil Voice Impact folder) + school website Attainment in Reading, Writing and Mathematics are consistently above National (OUTCOMES) Whole school ethos – positivity of staff Indoor and outdoor space is being used creatively and imaginatively Cross curricular links / themes and subject specific curriculum balance Projects with outside agencies (Sharing memories / Fair + Funky / Carry My Story / Read / Holmepride Community) Leadership opportunities for pupils (SSOC / Pupil-led clubs / Befrienders / Play Leaders / Nursery / Playtime Clubs) Sharing of good practice across subjects and pedagogy – Subject portfolios</p>
<p>Based upon 2019 outcomes, what are our strengths?</p>	<p>EYFS GLD (76.7% average – 2017-19) v National GLD (71.8% in 2019). Y1 Phonics progress from 2017 (62% / 87% / 82%) (31.9 / 37.2 / 35.2). Y2 Maths progress @ GDS from 2017 (19% / 23% / 36%) Y2 Reading @ GDS Y6 Reading, Writing + Mathematics</p>
<p>Based upon 2021 outcomes, what are our strengths?</p>	<p>Reading above prior National in Y4 / Y5 / Y6 Writing above prior National in Y1 / Y4 / Y6 Maths above prior National in Y1</p>
<p>Based upon 2019 outcomes, what are our areas for development?</p>	<p>EYFS – Communication + Language Y2 Writing @ GDS Y6 Grammar, Punctuation and Spelling</p>
<p>Based upon 2021 outcomes, what are our areas for development?</p>	<p>Y1 cohort (2021-22) – R + W + M Y3 cohort (2021-22) – R + W + M Y4 cohort (2021-22) – R + W + M</p>
<p>What do we believe that excellence looks like?</p>	<p>Outcomes consistently above National. Learning that is relevant, real and dynamic. Teaching that inspires children to think, question, investigate, explore and take risks. Support for SEND / vulnerable children is tailored to suit needs Feedback provided in the most appropriate form to guide, reinforce and affirm children’s thinking. Work presented with pride, care and attention to detail. Opportunities provided for children to collaborate, communicate and connect with community.</p>
<p>What are our priorities?</p>	<p>Assurance of a broad, balanced and ambitious curriculum. Broaden range of educational visits to fit modified curriculum. Develop use of technology to facilitate interventions for school and remote learning. Further embed use of Kagan principles following extended CPD. Further embed systems of class tracking and assessment Continue to raise standards and quality of work in foundation subjects + assessment Lesson sequence / of skills / knowledge / progression</p>
<p>How have we been able to evaluate (evidence)</p>	<ul style="list-style-type: none"> • Curriculum Vision statement + drivers • Reading / Writing / Maths / Assessment / Kagan narratives • Mapping of foundation subjects for assessment opportunities • Coverage of NC objectives mapping

- Creation of end points
- National conference presentation (SecEd Jan 2021)
- Standards / findings report to Govs - Nov 2020 + Jan 21 + April 21 + June 2021
- Remote learning provision report to T + L committee
- Long / Medium / 4C plans - see Year Group Plans folder
- LT Planning enquiry Nov 2020 – see Year Group Plans folder
- 4C plans – pupil voice.
- Impact interviews – see Curriculum Impact + Parent Voice ppt
- Subject audit grid / portfolio checklist
- Reading progression map
- Dive TT
- Subject support key questions – See Subject Portfolios
- Subject action plans – See Subject Portfolios
- Subject portfolios
- Class tracking procedures (Recovery + reconnection) – See Teaching and Learning Govs 2021 (T and L Feb / June 21)
- Class tracking – whole school
- Class tracking – Y2
- Staff questionnaire
- NESSY data /TTRockstars data
- Attainment in Reading, Writing and Mathematics are consistently above National (Outcomes)
- Projects with community - Sharing memories / Fair + Funky / Carry My Story / Read / Holmepride Community (20)
- Broad / balanced – website
- Remote Learning – Seesaw
- Revised IEP format (see SEND folder)

ACTION PLAN FOR QUALITY OF EDUCATION

IDEAL	SUCCESS CRITERIA	BY JULY 2021	BY DECEMBER 2021	LEADS	RESOURCES	NOTES
Pupils experience a broad, balanced, ambitious + coherent curriculum.	<p>End points</p> <p>Milestones</p> <p>Subject supports</p> <p>Planning consistency (Long / Medium / 4C)</p> <p>Demonstration of int / impl / imp through subject portfolios</p> <p>Class portfolios for assessment of foundation subjects.</p>	<p>Audit of long- and medium-term planning + 4C4Life.</p> <p>Audit of subject coverage / progression</p> <p>Audit of subject end points, milestones and narratives.</p> <p>Audit of subject portfolios.</p> <p>Audit of subject supporters' questions for evaluation</p> <p>.Audit of dive priority.</p> <p>Allocation of subject supporters.</p> <p>Ows / Wows assessment.</p> <p>G2 data analysis and actions.</p> <p>Outdoor learning established through staff CPD + development of grounds.</p> <p>Definition of ambitious (What do we do above and beyond?</p> <p>What range of experiences do we ensure? How do we ensure early identification of those falling behind and take action?)</p>	<p>Missing sections from audit completed.</p> <p>G2 data analysis + subsequent actions and evaluation.</p> <p>Subject dives in Reading, Maths, PSHE and Science.</p> <p>Feedback provided to staff.</p> <p>Class portfolios started</p> <p>Impact section on 4C plans completed</p>	<p>JP /</p> <p>JW /</p> <p>JR</p> <p>ALL</p> <p>STAFF</p>	<p>LT</p> <p>meetings + staff</p> <p>meetings + CPD</p> <p>allocation.</p>	<p>Drivers + key narratives established.</p> <p>Curriculum development process presented at SecEd conference by JP, JW and JR.</p> <p>14.4.21: Incomplete sections identified</p> <p>10.6.21: Foundation subject assessments for each subject</p> <p>14.4.21: Timetable proposed</p> <p>14.4.21: Proforma established. Example shared with staff. CPD allocation for completion.</p> <p>21.4.21: Potential links with NTP programme for Summer 2 explored.</p> <p>10.6.21: G2 data projection completed.</p> <p>Pupils identified for Reading class tracking + NTP in September. PiRA + PuMA trials for Y2 + Y3 pupils from Sept 2021. Class tracking adapted to account for data.</p> <p>28.6.21: Writing standards moderation.</p> <p>14.4.21: Weekly sessions for each class with Rosie Taylor. Orienteering course mapped.</p> <p>Seating and learning areas established.</p> <p>10.6.21: Website showing numerous examples of outdoor learning. Positive feedback from pupils (see feedback) + parent.</p> <p>2.7.21: Parent responses from reports</p>
All subjects demonstrate progression and sequence	<p>Milestones</p> <p>Lesson sequence</p> <p>Key vocabulary</p> <p>Knowledge and skills</p>		<p>Phonics</p> <p>Reading</p> <p>Spelling</p> <p>Writing</p> <p>Mathematics</p> <p>Science</p>	<p>JP /</p> <p>JW /</p> <p>JR</p>	<p>LT</p> <p>meetings + staff</p> <p>meetings + CPD</p> <p>allocation.</p>	<p>29.9.21: Staff CPD</p>

			PSHE RE Computing Music History Geography MfL PE Art DT			
Staff and subjects' strengths demonstrate balance and high competence	Audit of staff strengths Audit of curriculum strengths		Staff audit Subject audit – pupil voice / subject support / portfolios		LT meetings + staff meetings + CPD allocation	Sept 21: Audit completed – music + computing Oct 21: CPD for Music + Computing
Parents are supplied with useful information about the curriculum	Above – progression + milestones + key skills.		Presentations (face to face + recorded)	JP / JW / JR		

LEADERSHIP EVALUATION

<p>What information is relevant to establish context?</p>	<p>Variety of thinking styles and personality types. Head teacher (January 2016), 2x Assistant Head teachers (1.0 + 0.6 - May 2017), Business manager, 2x TLR (1.0 + 0.6 to 2021). High percentage of experienced and UPS staff Collegiate style + Shared decision making. Enquiry led evaluation and investigation – 4C (Check, Calibrate, Challenge, Communicate) Chair of Governors monitoring (SS + DS meetings) From September 2021, JR working 3 days. JW acting Deputy / Head 2 days.</p>		
<p>What is our rationale?</p>	<p>Development of a supportive and caring ethos and valuing all staff and pupils. Team approach- mutual respect. Clear structure for development –presenting strategies with rationale.eg subject supporters, 4C4LIFE plans, Kagan, Assessment and Progression</p>		
<p>What’s important in our school and why? What do leaders think?</p>	<ol style="list-style-type: none"> 1. Wellbeing (Staff illness, parental illness and pupil illness) 2. Lifelong learning 3. The valuing of everybody regardless of background or circumstance 4. Staff autonomy within guidelines 5. Sharing of good practice 		
<p>What have been our actions?</p>	<p>Developed curriculum intent, implementation and impact Developed use of assessment + class tracking detailed analysis Promoted interaction for parents Ensured continued CPD for staff, including EEF research (+0.5 - +0.8) Bespoke support for parent / child (vulnerable / social + emotional / attendance)</p>		
<p>What impact have our actions had?</p>	<p>Consistency for all staff and pupils Positive relationships / trust / transparency / understanding Development of best practice</p>		
<p>What is our current evaluation of how we are doing? What should we celebrate?</p>	<p>Moved curriculum forward- cohesive and connected. Open culture. Realistic and challenging expectations LT visible and active in classrooms daily.</p>		
<p>Leadership enquiries</p>	<p>Mathematics – reasoning and problem solving + Writing @ GDS + Reading + PSHE + Remote Learning + Planning</p>		
<p>How do we promote wellbeing?</p>	<p>Pupils</p>	<p>Staff</p>	<p>Parents</p>
	<p>PSHE curriculum: Strong focus on mental health/emotional wellbeing. Whole school initiatives + use of Sports Premium (PAWS B Mindfulness) Nurture / Playtime Club / Befrienders Vulnerable pupil tracking</p>	<p>Respect – aware of workload / situation Care / flexibility to meet family needs Realistic – life exists outside the building</p>	<p>Availability of staff Nurture / Breakfast Club / After school Playground – before and after school Open mornings / assemblies / curriculum activities Website - information</p>

	Use of outdoor space Assemblies – PSHE units + Celebration Yoga / Peer Massage Kagan structures Breadth of curriculum	Staff actions / meetings Transparency Investing CPD – Kagan training Listening – Individual daily discussion / open door	Breakfasts Open door policy Bespoke arrangement Prompt response (including remote)
How do we seek to reduce disadvantage?	Vulnerable pupils' identity + class tracking + actions + constant communication / morning walks (before school) Safeguarding – responsibility of all (consistency / continuity / knowledge) of all staff Quality first teach / intervention. Use of Kagan principles. 4C4Life curriculum. Experiences coherently planned.		
How do we continue to develop staff expertise?	Variety - (JC: N/1/2 + ER: N/R/1/3 + LM: 1/2/5/PPA + ET: R/5 + JP: 5 / PPA + ST: 3/6 + NS: 1/3/PPA) Role – JP: Assistant Head + JW: Assistant Head + SEND + DP: EYFS + SW: Maths TLR + JC: Women in Leadership. Development of expertise – moderation + curriculum review Involvement + Culture – Staff meetings + enquiry + Book Look + Drop-in + Voice. Training – Kagan principles + PSHE + Safeguarding + First Aid + Remote		
What do we believe that excellence looks like?	Vision and values shared with all stakeholders and “seen” on a daily basis. Key support for identified classes/groups of pupils. Smooth, stability and secure. Equity for all staff. Autonomy and Consistency		
What are our priorities?	Governor knowledge and involvement with self-evaluation Maintenance and development of clear vision. Building capacity and future proofing + mentoring of new staff – voice of AJ + SH. Professional development continues to build and develop.		
How have we been able to evaluate (evidence)	Website posts / subject portfolios Performances / Open mornings / Theme days Health and Safety / First Aid / Kagan / Computing / GPS / Science Class tracking / assessment portfolios Leadership enquiries (Maths / Writing / PSHE / Remote Learning / KLP visit / London Met Uni Governor twinning Governors' minutes		

ACTION PLAN FOR LEADERSHIP

IDEAL	SUCCESS CRITERIA	BY JULY 2021	BY DECEMBER 2021	LEADS	RESOURCES	NOTES
<p>All governors contribute actively and have a clear insight of standards as a result of increased partnership.</p>	<p>All governors twinned with SEF sections. Timetabling of SEF sections. Governor response to SEF and questions for clarification / development. Presentation of SEF section by governor. Enquiry prompted by governor.</p>	<p>Allocation of governors to SEF sections. Annual timetable established for SEF sections to be presented / discussed. All governors to have acknowledged awareness of own section + first read. Presentation of Overview + Leadership section with DS.</p>	<p>Presentation of Quality of Education + EYFS + Behaviour and Attitudes + Personal Development. BY APRIL 2022 Presentation of SEND BY JULY 2022 Presentation of Safety</p>	<p>LT All gov's</p>	<p>Gov meetings + communication with lead governor prior to presentation.</p>	<p>Gov twinning + HOAP schedules for discussion</p>

ATTITUDES AND BEHAVIOUR EVALUATION

<p>How do we ensure high expectations for learners' behaviour and conduct?</p>	<p>The school's culture has a heavy focus on praise and positive reinforcement. Expectations and routines are established and continuously reinforced for a purposeful learning atmosphere. When consequences are necessary, there is always communication with the child about how to improve. Sanctions ensure clarity, consistency and fairness.</p>
<p>How do we create an environment in which pupils feel safe within a positive and respectful culture?</p>	<p>Communication between school and families is consistent, frequent, bespoke and supportive. Vulnerable pupils are tracked closely by all staff and strategies for support are planned collectively. Weekly staff meetings ensure there is always opportunity for updates. The application of British values – particularly the rule of law and democracy and knowing everybody has rights - is facilitated in a variety of ways. There are opportunities for pupils to contribute positively to creating a school environment through participation as School Councillors, Play Leaders, School Sports Organising Crew, lunchtime corridor behaviour helpers and Recycling Warriors which provide real life contexts for pupils to develop skills.</p>
<p>How do we strive to create an environment where all forms of bullying are not tolerated?</p>	<p>In addition to the school's anti-bullying policy, through PSHE lessons, children have a good understanding of what bullying is and how it will be addressed. Incidents of bullying are very few; when they do occur, they are dealt with immediately.</p>
<p>How do we ensure positive and respectful relationships?</p>	<p>The school sees peer relationships as integral to excellent behaviour and learning attitudes. The buddy system involves EYFS and Year 6 pupils working and playing alongside, which lasts all year and beyond. A Befriender system is set up by a HLTA, who trains the Year 5 cohort to help children in school with friendship issues. Teachers and classes have age-appropriate reward systems. The school sees parents as partners in the education of our children, and they regularly support in school, especially with Reading. The school PTA FONS are also important to ensure parents feel well-informed and involved.</p>
<p>How do we ensure pupils are committed to their learning and take pride in their achievements?</p>	<p>Weekly 'Celebration' assembly certificates/stickers acknowledge excellence within learning and within behaviour. The use of Kagan principles, ensuring involvement of all pupils and valuing all voices equally, creates confidence and resilience. The purpose of and the commitment by all to our 4C4Life curriculum is instilling a love of learning.</p>
<p>How do we promote the importance of high attendance and punctuality?</p>	<p>A weekly award is presented to the class with the highest attendance, in the form of a 'Team Tiger'. Pupil absence monitored regularly. Effective systems for monitoring and reporting authorised and unauthorised absences are embedded. Attendance is higher than national average measures (97.32% in June 2021).</p>
<p>What have been our actions?</p>	<p>Nurture clubs – before and after school, and lunchtime, for targeted support. Playtime club for Y1-Y5 (organised and run by Y6) + Monday morning breakfast club for targeted children Paws B Mindfulness and target group Weekly Celebration assembly + Specific assemblies on bullying/mindfulness etc Whole staff meetings - Vulnerable children and focus for PSHE curriculum, based upon own pupil needs. CPD Kagan training Consistent approach by all adults, identifying all vulnerable/SEN children and ways to deal/handle behaviour</p>

	Befrienders + Play Leaders trained
What impact have our actions had?	<p>Shared vision of high expectations amongst pupils. Smoother transitions between year groups from transparency of needs + time allocated to share cohort vulnerabilities. Children having more choices at playtimes (Playtime club / Playleaders) Children being aware that they are valued/listened to through pupil voice. Children listening to each other with increased value (daily Kagan structures) Staff being more consistent with their approach to specific children.</p>
What is our current evaluation of how we are doing? What should we celebrate?	<p>“Family” network Positive attitudes from pupils and staff. Positive and respectful relationships in school and in the wider community. Experienced, approachable adults willing to spend quality time with pupils and parents</p>
What do we believe that excellence looks like?	<p>Pupils are aspirational, resilient, self-regulating, able to think for themselves and actively support the wellbeing of other pupils. The school provides a safe, calm, nurturing and positive environment, establishing clear routines. Pupils make a positive contribution to life of the school and its wider community. Clear and effective attendance policies result in high attendance and punctuality. Relationships between teachers and pupils reflect a positive and respectful culture, with efficient and effective systems for dealing compassionately with any form of bullying, peer-on-peer abuse and discrimination.</p>
What are our priorities?	<p>Engagement, attendance and punctuality of key families. Consistency in learning attitude throughout the day. Continue to educate and inform about a wide range of cultures and beliefs, ensuring contemporary, current themes, where appropriate, are discussed sensitively. Restoring previous partnerships (Befrienders – MT timetabled during Autumn 2021 for Y5 + Y6 / YR buddy systems / Y5 + YN lunches / Playleaders + Sports Crew Y5 / Y6 – JR / Reading + Communication links Y5 / Y6 – JR Behaviour logging / tracking / actions (assemblies)</p>
How have we been able to evaluate (evidence)	<p>Behaviour policy Amended behaviour policy (KS2 - June 2021) Class tracking Vulnerable register 4C Impact Attendance information + notes + case studies</p>

ACTION PLAN FOR BEHAVIOUR AND ATTITUDE

IDEAL	SUCCESS CRITERIA	BY JULY 2021	BY DECEMBER 2021	LEADS	RESOURCES	NOTES
Key vulnerable families improve attendance > 90%, punctuality and engagement.	<p>Identification of key vulnerable families.</p> <p>Bespoke targets of attendance.</p> <p>Identify support (internal /external).</p> <p>Self-assessment / reflection of pupil</p>	<p>Absence analysis report to identify < 90%.</p> <p>Identify potential barriers and actions through 1:1 coaching sessions.</p> <p>Identify internal support, including nominated adult + external support.</p>	<p>Half-termly meetings established with parent and pupil for feedback.</p> <p>Self-assessment process established (effort / successes / challenges).</p> <p>Establish contacts and networks for informal “drop-in” and chat sessions.</p> <p>Provide facility for Breakfast / Catch-up Monday morning group.</p>	JR / JW / SB.	Integris G2	<p>Sept 7 – May 27 (Overall attendance = 97.22%. Lowest = Y3 (96.47%). Highest = Y4 (98.00%). 25% of pupils with 100% attendance 45% of pupils with >97% attendance 11% of pupils with >95% attendance. 6% of pupils with <90% attendance. Identification of pupils + intent / implementation / impact from case studies. Case studies established</p>
Inappropriate behaviour is effectively tracked and dealt with.	<p>Peer on peer records.</p> <p>Weekly logging.</p> <p>Case studies</p>		<p>Weekly logs established.</p> <p>Running record established.</p>	JR / JW / SB + All staff	Purple books	<p>Sept 21: Weekly records created.</p> <p>Sept 21: assemblies reminder / establish expectations 91 have a dream)</p>

PERSONAL DEVELOPMENT EVALUATION

<p>What is our rationale?</p>	<p>Employability + Responsible citizens + value to society – 4C Inclusion / management of emotions / self-control (PAWSB + PSHE) Identification of anxiety as contributory factor to lack of academic achievement – used for PSHE curriculum. Identification of target groups / support Breadth of opportunity (curriculum + trips / residential) Equality of opportunity Opportunities to be active – SSOC, areas, Play leaders, Mission Possible</p>
<p>What have been our actions?</p>	<p>Pennine Sports Partnership involvement. Regular e-safety lessons + reminders of responsibilities Feel Good Friday + engagement with High school for smooth transition. Promoting links with local sporting clubs (Harriers / Cricket) + local business (bookshops / Oscars / History Society / Library Fairtrade) + High School. Local performances (Meeting Point / Church) Social enterprise Accountability/support with attendance/punctuality</p>
<p>What impact have our actions had?</p>	<p>Widening opportunities. Link with community. Opportunity for competitive element and opportunity to learn about self. Inclusion for disability + staff development. Increased awareness of responsibility, emotional intelligence, impact of positive comments + damage from harmful comments. Development of confidence, self-esteem. Opportunity for development of new relationships. Positive pupil behaviour and conduct, including punctuality and attendance.</p>
<p>How do we promote equality / diversity / uniqueness / British values? How does the curriculum promote healthy lifestyles? How do we develop character and resilience?</p>	<p>Pupils within the school have a voice that is listened to. Democracy is demonstrated by actively promoting democratic processes such as a school council whose members are voted for by the pupils. We encourage and explain to children about the importance of tolerant behaviours, such as sharing and respecting each other's opinions. We promote diverse attitudes and challenge stereotypes, for example, by sharing stories that reflect and value the diversity of children's experiences. We provide resources and activities that challenge gender, cultural and racial stereotyping. We teach children about having a positive mental health, healthy self-image and a healthy lifestyle, incorporating healthy eating and physical activity across the curriculum in fun and creative ways. We encourage children to believe that they can achieve, to develop resilience and to see a link between effort today and opportunities in the future.</p>
<p>What is our current evaluation of how we are doing? What should we celebrate?</p>	<p>Inclusion (Leaders SSOC) Scope of opportunities (School Council / trips) Diversity of talent / skills Variety of competitions / performances Emotional intelligence and support Family “feel” between classes – resulting from staff.</p>

What do we believe that excellence looks like?	Pupils have access to wide, rich set of experiences, planned in a coherently planned way. A wide range of opportunities for pupils to develop their talents.
What are our priorities?	Rich experiences in coherently planned way to develop a structured programme to deliver high quality RE curriculum with each year group having an in house visitor and a trip to a relevant place of worship (Church, Synagogue, Mosque and Temple) Forest school / outdoor practice. Continued refinement of extra-curricular activities Identify PSHE progression (relationships)
How have we been able to evaluate (evidence)	Continued sporting engagement – reports from High school. Positive feedback from the community on children’s behaviour. Smooth transitions from home settings/PVI settings and KS3. All stake holders (parents/carers/children/staff/visitors) feedback/questionnaires. Punctuality/attendance. Engagement with external agencies. Whole school Vulnerable tracking Class tracking recovery Class tracking Long term plans REAL PE – Y1 + Y2 MT plans Enterprise opportunities Carry My Story Links with democracy Year 5 Mental Health

ACTION PLAN FOR PERSONAL DEVELOPMENT

IDEAL	SUCCESS CRITERIA	BY JULY 2021	BY DECEMBER 2021	LEADS	RESOURCES	NOTES
<p>The PSHE curriculum is cohesive and progressive, is taught to a high standard, meets the identified needs of our pupils.</p>	<p>Audit of existing PSHE curriculum, using toolkit for SMSC. + identification of areas for development (JC / DP / SW). Audit of enrichment visits + visitors. Planning of coherent opportunities. Wide base of cultural capital.</p>	<p>Audit of curriculum planning. Identify units missed this year for handover. Representatives of different faiths identified for curriculum. Community representatives for democracy identified. Identify opportunities for year groups to study democracy. Identify visits and visitors to further enrich PSHE curriculum.</p>	<p>Establish school milestones (passport of experience / Cultural Capital) at Y2 / Y4 / Y6.</p>	<p>JC / DP / SW</p>	<p>WYTA webinars. Pyramid meetings. Local Authority updates.</p>	<p>18.6.21: Consideration of ways to develop understanding of democracy throughout school. Update 18.6.21: all 4 areas of SMSC toolkit have been revised. Future steps on portfolio. In summary: Ensuring a deep understanding of new PSHE objectives in new EYFS curriculum 18.6.21: Further follow up as a result of attendance at SMSC network on 8.6.: review progression of puberty teaching throughout school and increased awareness of sexual abuse with clear steps of progression (staff meeting Sept 21) In Summer Term JC to create a timetable of visitors and reach out to prospective visitors for Autumn Term (start with FSU, Y1 and YR 2) Sept 21: Staff CPD – identification of PSHE / RSE progression planning.</p>

A range of cultural experiences provide curriculum ambition and breadth.	Carry My Story + Outdoor Learning + Grow to School + Sharing Memories + 4C plans (visits and visitors)		Intent for: Carry My Story / Grow to School / Read Bookshop / Sharing memories. Evaluation of projects (4C plans / pupil voice)			
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EVALUATION OF EYFS

Context	<p>School is consistently above National. (3 Year average from 2017-19 = 77%). 2018-19 (Cohort = 20) GLD = 75%. This is above National.</p> <p>In Prime areas, School is above National for PD (90 v 87) and PSED (90 v 85).</p> <p>School is below National for Communication and Language (75 v 82). Listening and attention = 90% (A+B); Understanding = 80% (A+B+C+D); Speaking = 85% (A+B+E). 3 Year average = 84% (90 / 87 / 75)</p> <p>In Specific areas, School is above National in all areas.</p>		
How do we use EYFS curriculum to enhance experiences and opportunities to gain essential knowledge?	<p>Our key principle is to accurately assess children and interpret our observations. From this we know what our children understand, know, can do and have the potential to achieve. We believe the quality of how practitioners engage with children is of central importance.</p>		
How is learning organised?	<p>Hybrid learning</p> <p>Daily phonics</p> <p>Daily Maths</p> <p>Daily stories</p> <p>Circle time</p> <p>World related inputs (countries, animals, minibeasts)</p>	<p>Play based learning</p> <p>Mark making area</p> <p>Role play (writing lists, prescriptions, invitations, appointments)</p> <p>Reading area</p> <p>Maths exploration area</p>	<p>Continuous learning</p> <p>Role play (Vets, home corner, baby clinic, greengrocers)</p> <p>Sand, water, malleable area (playdough, clay, oats, flour, shaving foam)</p> <p>Construction area</p> <p>Small world (farm, construction site, dinosaurs, doll's house)</p> <p>Outdoor area</p>
How do we set up the learning environment? Why do we choose specific activities and resources?	<p>3-year long term plan- some children spend 8 terms in our unit (see long term plan)</p> <p>Medium term plans and 4C4life plans (see plans)</p> <p>Daily plans for play based learning (creative, baking and malleable area) and outdoor area</p> <p>Next step – currently some of our planning is on weekly topic webs linked to our theme, develop an overview for the whole unit that shows coverage for all topic related activities (new planning format introduced September 2020, includes all 7 areas of learning plus the characteristics of effective learning.)</p>		
How do we assess children?	<p>Day-to-day formative assessments including: Twinkl phonics assessment, Specific maths skills assessments + Summative assessments – to understand a child's performance at the end of a period of teaching</p> <p>Observations in all curriculum areas, recording 'what the child is doing and saying', ensuring what is being recorded is significant and meaningful. We often make notes that are brief and to the point, usually including a photograph. Some observations are longer for example role play (considering interactions with peers), being imaginative (considering aspects of The Characteristics of Effective Learning)</p>		
What are our gaps on entry and how do we plug these gaps?	<p>Reading, writing, speaking and number were our lowest areas in 2019/2020. Reading, writing, number and shape, space and measures were our lowest areas in 2020/2021.</p> <p>These areas are being addressed through high quality daily teaching of phonics and maths and daily small group reading sessions.</p> <p>Children with motor control weaknesses, affecting pencil control, are having twice weekly motor skills sessions, which includes finger gym activities.</p>		

	<p>Specific targets are set and shared with parents to support phonics, reading, writing, maths and handwriting- these targets are displayed on PAL books. Activities are set in PAL books to support the acquisition of these targets.</p> <p>Parents are invited to attend open mornings to see the teaching of phonics and maths and to engage in activities with their children so they can better support children at home.</p> <p>Every child has a login for Purple Mash where maths and reading activities are available. Children are encouraged to talk about their weekend with Spencer Bear (class teddy) and answer questions.</p>
How do we support all children to make progress?	<p>We identify and support next steps in learning for all children</p> <p>We share targets with parents so we can work together</p> <p>We have booster groups where children need extra time to gain confidence and competence with specific maths and literacy skills</p> <p>We identify children who would benefit from extra motor skills and speaking and listening activities and provide 'Motor Skills' and 'Reception Narrative' groups.</p>
How do we consider the unique child?	<p>We show interest and celebrate with our children their interests and achievements (see show and tell, PAL, child-initiated observations, parent feedback, open mornings and planning)</p> <p>What have been our actions? - Planning</p> <p>We plan a range of contexts including play, child-initiated and adult-led activities We provide well-planned focused learning opportunities in response to observed interests and linked to our topic focus. We vary the experiences, using fresh, creative and playful approaches. We scaffold children's learning through talk, we discuss strategies and ideas, we try to suggest possibilities and model approaches. We are sensitive to the child's thinking and learning when deciding when to interact and when to value the child's independent activity</p>
How do we implement the teaching of Phonics?	<p>We have a daily phonics lesson, planned using 'Letters and Sounds' and following the LCP structure. (see LCP planning).</p> <p>Children make excellent progress. Regular Twinkl assessments inform key areas to revisit and review and to set individual targets</p>
How do we implement the teaching of Reading and Comprehension?	<p>Regular modelling of reading during the practice and apply part of the 'daily phonics' lesson. When children are beginning to blend Phase 2 sounds, they will begin reading ORT phonetically decodable books in small ability set groups</p> <p>The Twinkl assessment informs us of children's progress in recognising by sight consonant and vowel digraphs and trigraphs, blending and segmenting and recognition of tricky words. Groups are flexible as we consider fluency, understanding and confidence.</p>
How do we implement the teaching of Mathematics? (Gov visit Jan 2020)	<p>We have a daily maths lesson, planned using Development Matters Statements.</p> <p>Specific assessments for taught skills. We revisit and review in our maths lessons, use booster groups and PAL to plug gaps. We observe how children use Maths in the setting and see how they create and solve their own problems.</p>
How do we implement the teaching of Vocabulary?	<p>Stories</p> <p>Reading groups including comprehension activities</p>

	<p>Talking tables eg for a topic on dinosaurs- fiction and non-fiction books, small world dinosaurs, pens and papers etc</p> <p>Topic input</p> <p>Nursery and Reception narrative</p> <p>New words are introduced during phonics lessons when considering a word that follows a phonics rule eg sure, secure, pure, manure and when considering a rhyming string</p> <p>Observations of the children at any opportunity including role play, show and tell, small world, topic inputs, talking tables, narrative groups. These observations will always include the child's spoken words.</p> <p>Opportunities to develop story narratives using puppets, pictures and role play</p>		
<p>What is the progress for all children? (relative to their starting point)</p>	2018-19	% below expected (baseline)	% below expected (exit)
	Reading	40	20
	Writing	40	15
	Number	40	20
	Shape and space	25	15
	2019-20	% below expected (baseline)	% below (Spring data due to Covid)
	Reading	72	22
	Writing	66	22
	Number	50	28
	Shape and space	11	5
	2020-21	% below expected (baseline)	% below expected (exit)
	Reading	61	26
	Writing	66	53
	Number	61	32
Shape and space	61	32	
<p>What impact have our actions had?</p>	<p>Enabling of smooth transitions from Nursery to R and R to Y1.</p> <p>Pupils' confidence with whole school systems + positive attitude towards learning.</p> <p>High engagement / resilience / motivation / concentration / curiosity / enjoyment</p> <p>Development of a sense of right and wrong + self-control and respect for others</p> <p>Spreading good practice for assessment and collection of evidence process to whole school (portfolios).</p> <p>GLD consistently above National.</p> <p>Positive relationships (pupils / parents / staff)</p> <p>Reading readiness</p>		
<p>What is our current evaluation of how we are doing? What should we celebrate?</p>	<p>Pupils' confidence and positive attitude towards learning</p> <p>Engagement / resilience / motivation / concentration</p> <p>Pupils' sense of right and wrong and respect for others</p> <p>Pupils' knowledge and skills across 7 areas of learning</p> <p>Teaching expertise / skills.</p> <p>Relationships (pupils / parents / staff)</p>		

	Parental feedback / confidence.
What do we believe that excellence looks like?	<p>A balance between whole class teaching, small group work, continuous provision and adult led activities which leads to children making progress towards 'The Early Learning Goals.'</p> <p>'Playing and exploring' - Activities lead to exploration, adults modelling and intervening where required.</p> <p>Whole class teaching is well planned, clear, succinct and builds on skills and concepts. The small steps lead to clear progress over time for all children- 'Equality of opportunity'</p> <p>Regular observations and assessments lead to a clear understanding of what children can do, new learning (value added) and next steps, 'unique to each child'. Children have the opportunity to attend booster and intervention groups when required.</p> <p>Data is being used for planning a rich indoor and outdoor curriculum - 'Active learning' leading to 'secure foundations' being created.</p> <p>'The Enabling Environment' allows children to make choices about what they do and lead their own areas of enquiry- 'Creating and thinking critically.'</p> <p>Excellent behaviour and relationships lead to happy, safe children who develop 'positive relationships' and make outstanding progress.</p> <p>Parents and carers are involved and their voice is part of children's learning journals- 'Partnership working'</p>
How has Home Learning gone in the Early Years?	<p>In the first lockdown (23.3.20- 17.7.20, 1 term 2 weeks) most of the Early Years children were at home. Home learning was provided through the school website on a weekly basis, in line with the school's home learning policy. Phone calls were made on a regular basis to all families but especially to families showing less engagement, support was offered to these families and in some cases a place was offered in school. Catch up programs were offered in the Autumn Term for children in year 1 who required extra support.</p> <p>Lockdown 2, January 2021. Most children have been in school. Only 5 children were not in a vulnerable/key worker group. The bubble was closed for a week and 1 day due to a positive covid test. From the 25.1.21 all children were invited to be in school. Learning has been offered on Seesaw for children when they have been at home. Feedback to children and carers has been specific and timely.</p>
How have we been able to evaluate (evidence)	<p>Maths and Phonics Assessment folders, Learning Journals, PAL, Literacy, Numeracy and Topic books</p> <p>4C4LIFE, long term, medium term, daily planning</p> <p>Adult interactions with children during planned activities</p> <p>Weekly planning sheets</p>

ACTION PLAN FOR EYFS

IDEAL	SUCCESS CRITERIA	BY JULY 2021	BY DECEMBER 2021	LEADS	RESOURCES	NOTES
<p>A smooth transition to the new EYFS curriculum, with all staff confident about assessment.</p>	<p>Clear educational programmes that shape activities and experiences in all 7 areas of learning.</p> <p>Assessments that measure progress and links with reporting.</p>	<p>Staff meeting to share changes in development matters statements, Early Learning goals, Characteristics of effective teaching and learning.</p> <p>Booklets of relevant reference materials and formats we agree to use collated.</p> <p>Topic planning changed to be in line with new curriculum.</p> <p>Decisions made on how we will do assessments, what evidence we will collect, whether we will use highlighted/tick sheets?</p>	<p>Revisit and review how we are doing, what is working and if we need to make any changes?</p>	<p>DP</p> <p>DP</p> <p>DP</p> <p>DP</p>	<p>Activprimary flipchart</p> <p>Folders of new documents</p> <p>Topic planning proforma</p> <p>Range of assessment examples</p>	<p>16.6.21 + 23.6.21: EYFS staff info meetings (DP / DH / AC)</p> <p>Sept 21: NFER Baseline monitoring visit (Christine Askew)</p>
<p>The EYFS curriculum demonstrates ambition and progression</p>	<p>Planning, which shows new DM principles. Communication opportunities. All needs considered</p>		<p>Long term plan, + progression plans for each of the 7 areas of learning. Profile of communication opportunities / vocabulary development. Portfolio, which highlights breadth of curriculum to cater for all needs +</p>			

EVALUATION OF OUTCOMES

<p>Based upon outcomes, what are our strengths?</p>	<p>EYFS GLD (76.7% average – 2017-19) v National GLD (71.8% in 2019). Y1 Phonics progress from 2017 (62% / 87% / 82%) (31.9 / 37.2 / 35.2). Y2 Maths progress @ GDS from 2017 (19% / 23% / 36%) Y2 Reading @ GDS Y6 Reading, Writing + Mathematics</p>
<p>Based upon outcomes, what are our areas for development?</p>	<p>EYFS – Communication + Language Y2 Writing @ GDS Y6 Grammar, Punctuation and Spelling</p>
<p>OUTCOMES – EYFS</p>	<p>GLD = 75% (3.2% above National) PRIME GOALS = 75% (4.2% below National) SPECIFIC GOALS = 80% (8.6% above National)</p> <p>COMMUNICATION AND LANGUAGE = only goal below National (75% v 82.2% - 7.2% below) Listening and attention = 90% (2 pupils); Understanding = 80%; Speaking = 85% (3 pupils); Overall = 75% (5 pupils). 3-year average = 84% (90 / 87 / 75). Boys = 75% (6 out of 8); Girls = 75% (9 out of 12)</p>
<p>PHONICS</p>	<p>Pass mark = 32 out of 40 Cohort = 22. Each child = 4.5% Girls = 13. Each girl = 7.7% Boys = 9. Each boy = 11% Disadvantaged = 1. SEN = 1. School is in line with National (82%) Average score is slightly above National (35.2 v 33.8). Generally upward trend for School from 2017 (62% / 87% / 82%) (31.9 / 37.2 / 35.2). Those who did not achieve pass mark all scored between 24 and 31 marks. Boys performed better than girls (89 v 77). Dec 2020: Y2 = 18 / 26 (69%) June 2021: Y1 = 14 / 18 (78%). 1 new pupil in Summer term (previous home schooling)</p>
<p>KS1</p>	<p>Cohort = 28. Each child = 3.6% Girls = 13. Each girl = 7.7% Boys = 15. Each boy = 6.7%. Disadvantaged = 2 SEN = 1. School is above National for Reading (GDS), Writing (EXP) and Maths (EXP + GDS). School is line with National for Reading (EXP). School is below National for Writing (GDS).</p>

	<p>Writing assessment has changed since 2017, becoming more stringent, yet we are still below National. Moderation by LA carried out in 2018 highlighted excellent practice.</p> <p>Maths at GDS shows an upward trend from 2017 (19 / 23 / 36).</p> <p>Girls performed better than boys in Reading and Writing. Boys performed better than girls in Maths</p>
KS2	<p>Cohort = 34. Each child = 2.9%</p> <p>Girls = 17. Each girl = 5.9%</p> <p>Boys = 17. Each boy = 5.9%</p> <p>Disadvantaged = 2</p> <p>SEN = 2. EAL = 1.</p> <p>School is above National for Reading, Writing and Maths (EXP + GDS). School is in line with National for GPS. However, School pupils at GDS has increased significantly from 24 to 38%.</p> <p>School progress is above National for Reading, Writing and Maths.</p> <p>Similarity between 2017 and 2019 cohorts.</p> <p>Girls performed better than boys for Reading (EXP), Writing (EXP) and GPS (GDS). Boys performed better than girls for Reading (GDS), Writing (GDS) and Maths (GDS).</p> <p>Girls showed better progress in Reading and Writing, whilst boys showed better progress in Maths.</p>
What are our priorities?	<p>Y3 + Y4 cohorts</p> <p>Y1 Writing</p> <p>Y6 Maths</p> <p>June 2021 – see T + L committee report</p>
How have we been able to evaluate (evidence)	<p>External data (2019)</p> <p>Internal data</p>

ACTION PLAN FOR OUTCOMES

IDEAL	SUCCESS CRITERIA	BY JULY 2021	BY DECEMBER 2021	LEADS	RESOURCES	NOTES
GLD outcomes for EYFS are above National (72%) Outcomes in all areas are above Nat (75%)	75%			DP		
Outcomes for Y1 phonics are above National (82%)	85%	13 / 17 in Term1 (76%)				
Outcomes for Y2 pupils are above National in Reading (75 / 25), Writing (69 / 15) and Maths (76 / 22). Combined (64)	Read = 75 / 25 Write = 69 / 15 Maths = 76 / 22 RWM = 64	Read = 63 / 26 Write = 59 / 15 Maths = 67 / 22 RWM = 59 / 17 Analysis of current Y1 class tracking. Pupil progress meetings for transition.	Read = 69 / 26 Write = 64 / 15 Maths = 72 / 22 RWM = 62 / 17 G2 analysis of class tracking + pupil progress update.			17 / 17 consistent cohort. 13 = %
Outcomes for Y6 pupils are above National in Reading (75 / 28), Writing (78 / 20), GPS (78 / 34) and Maths (79 / 27). Combined (65 / 10)	Read = 75 / 28 Write = 78 / 20 Maths = 79 / 27 RWM = 65 / 10	Read = 87 / 40 Write = 87 / 30 Maths = 70 / 23 RWM = 61	Read = 81 / 34 Write = 83 / 25 Maths = 75 / 25 RWM = 63 / 10			23 / 30 consistent cohort. 25 PUPILS @Y2 7 in / 2 out Y2: Read = 74 / 30 Y2: Write = 59 / 4 Y2: Maths = 74 / 22
All pupils maintain (Accordance) or improve progress (Assurance) from previous key stage.	100%	Based on consistent cohort: Read = 92% (128 / 139) Write = 94% (131 / 139) Maths = 91% (127 / 139)				
All pupils @1 for R/W/M are identified and actions are in place for pupils to meet Year group expectation	100% supported by T / TA booster intervention.		All pupils appear on class tracking documents and impact of adult support / interventions is evaluated.	JR JP JW All staff		

EVALUATION OF SEND

<p>Context</p>	<p>Number of children on SEN register: 27 Children with an IEP: 20 Children with a My Support Plan: 6 Children with an EHCP: 1 School Values Adult support and their deployment Resources required High need cohorts Links with external providers</p>
<p>What is our rationale?</p>	<p>Our express aim at Holmfirth JIN is to ensure that all children feel confident in school, that they enjoy their learning and that whilst doing so, they make the most progress they can in all areas of the curriculum. We recognise that at some point in any child's time at Holmfirth JIN School they may require additional support to reach their potential. Regardless of the needs and the length of time for which support is required, the school will meet these needs wherever possible. If this support cannot be provided by our highly-qualified and experienced teaching and non-teaching staff, then we will seek external specialist support. The school is part of the Holmfirth family of schools and works closely with them on all aspects of Special Educational Needs. Representatives from the different schools meet regularly to discuss concerns and share ideas.</p> <p>At Holmfirth JIN School, we believe it is imperative to provide extra and additional support for children's learning, when it is necessary, at the earliest possible stage of their education. As such, the early identification of additional needs and/ or disabilities is crucial in allowing staff to implement appropriate learning.</p> <p>We want to ensure that all children, regardless of their special educational needs or disability have access to a broad, balanced and relevant curriculum. With this in mind, our staff will look to adapt schemes of work where necessary to ensure these can be accessed by all children. Inclusivity, we believe, helps to raise and maintain the self-esteem of children with additional needs and disabilities.</p> <p>We strive to build very strong relationships with all parents of children at Holmfirth JIN. For children with SEND these links are crucial in ensuring that school and parents work as a team to ensure that the very best practices are in place to support the children. These practices include providing parents with information about forthcoming topics to discuss with their child in advance, providing specific guidance about what precise support at home would make a difference to learning and using computer programmes such as Nessy at home and at school. When appropriate, referrals and requests for support will be made to external agencies as is standard practice. The levels of trust established between school and home intend to make these processes as transparent and co-operative as possible.</p> <p>For children with SEND in particular, transition from one class to another in September can be a stressful time. We intend to make transition smooth and stress free. An intrinsic practice at Holmfirth JIN is to provide many opportunities for all children to be familiar with all members of staff and different classrooms prior to changing classes. At all times, we aim to remove potential causes of worry and anxiety for children so they can focus on their learning, their relationships with others and their journey through our school.</p> <p>We want all our children to feel valued and that they can achieve in all aspects of school life, especially those areas that matter to them most. The School Council allows children with SEND to play an active role in shaping the school's future and</p>

	<p>ensures that their voices are heard. Children with SEND are always encouraged to take part in a wide range of intra and inter-school events involving the arts and sport. After school clubs are planned with a consideration of the needs and preferences of all children regardless of their abilities and additional needs.</p>
<p>What have been our actions?</p>	<p>SEN Drop-In for parents to discuss concerns Implementation of Nessy to support reading, writing and spelling Nurture clubs – before, after and lunchtime. Playtime club Paws B Mindfulness and target group Investment in touch-typing technology Investment in specialist PE resources Investment in modified print books Wide provision of counselling Use of specific interventions such as ‘Precision Teaching’ Time allocated for SENCO to discuss progress of children with a key adult – TA or Teacher Hosting and attending Holme Valley ANP meetings held half termly</p>
<p>What impact have our actions had</p>	<p>Opportunities for regular conversations and up-dates concerning individual pupils’ progress. Improved spelling and writing (Need Nessy figures from Haley) Progress made in Maths amongst SEN Children Smooth transitions between year groups EHCP child working at GD and taking part in sporting activities with distinction. Opportunities to achieve success academically and in sport regardless of a disability Increased precision when writing IEPs and My Support Plans Sharing of approaches to support children with SEND</p>
<p>What is our current evaluation of how we are doing? What should we celebrate?</p>	<p>Strong relationship between school and parents of children with SEND Nessy is becoming increasingly entrenched in the DNA of our school provision with positive outcomes Experienced and pro-active teaching assistants to support and inform class teachers of children’s needs Needs of visually impaired child being well-met, resulting in a happy child and good progress. Pyramid links that allow for SEND support and celebrations</p>
<p>What do we believe that excellence looks like?</p>	<p>All SEND children are confident and happily engaged at school All SEND children making progress relative to their need(s) Children accessing lessons with appropriate support – differentiation, modification of tasks and adult support Relevant resources are prepared and all staff know from where they can be accessed IT programmes aimed at providing support are available and accessible Strong links with governors, external agencies and professionals Early intervention strategies A strong bond of mutual trust and respect between school and parents Well-written and precise IEPs, MSPs and EHCPs with time to review critically When necessary, the school providing precise and timely referrals to support SEND children</p>

	Expert deployment of staff to support children/cohorts with most needs SEND CPD where possible and where applicable
How have we been able to evaluate (evidence)	Notes from SEN Drop-In Ongoing Nesy Assessment and G2 data (Reading, writing and spelling) Half Termly assessments and G2 data (Maths) Pupil voice – Nurture club and playtime club Notes from ANP feedback

ACTION PLAN FOR SEND

IDEAL	SUCCESS CRITERIA	BY JULY 2021	BY DECEMBER 2021	LEADS	RESOURCES	NOTES
All pupils demonstrate "small steps" of progress.	SMART targets are identified Uniformity of pink and green for impact review	3 cycles of IEPs reviewed. Individual conversations with each staff member G2 data analysed. Establish baseline of year group specific expectations met.	Staff meeting to share good practice. Impact of successes on refined choice of SEND provision programmes. Comparison and update of year group specific expectations met.	JW	IEP in updated format	
Specific needs identified early.	Checkpoints of progress for identification of children and action.	DP to meet with EYFS and develop CPD	Pupils identified according to checkpoints. Establish class tracking for EYFS to ensure accurate picture of needs.	DP / JW		

EVALUATION OF SAFETY

Context	<p>The DSL is Julian Rose. The Deputy DSL is Jon Warrener. Training for the DSL and Deputy DSL has included: NSPCC training – Safer Recruitment + Refresher. Training for all staff has included: Annual updates (September 2020) NSPCC + Basic Safeguarding Awareness + GDPR The relevant policies to consider are: Keeping Children safe in Education, Safeguarding and Child Protection Policy (2020-21)</p>		
What is the culture of safeguarding?	<p>All staff are expected to act in the best interests of children to protect them. This means observing carefully, identifying any concerns and notifying the DSL or the Deputy DSL. The culture is that in addition to a form being completed, discussion takes place between adults in order to secure a fuller understanding. Because of the extensive experience and knowledge that school staff have of families within the community, further clarification or information may be sought. The DSL and Deputy DSL will be aware of the balance of consulting for historical and contextual factors and the treating of every incident on its own merit. Positive relationships exist between school and its families. Frequent communication between school and its “vulnerable” families is both face to face and over the telephone or by email. A high level of trust has been established.</p>		
How is safeguarding managed?	<p>1) Annual update + CPD in September for all staff 2) Weekly briefing 3) Vulnerable index 4) Induction for staff / volunteers / students Identify pupils who may need early help and who are at risk of harm. Secure help that pupils need and refer in timely way to those who have the expertise to help. Manage safe recruitment Constant communication between all staff. Regular meetings with lunchtime staff</p>		
Safeguarding incidents overview	Term	Number of incidents	Notes / Resolution
	Summer 2021		
	Spring 2021	6 pupils	2= Section 47 + Social worker 1 = Cafcass 1 = Encompass 2 = School action
	Autumn 2020	6 pupils	1 = Police 2 = Education Safeguarding Service 1 = Social Care + Home Start 1 = Police + Social Services 1 = School Action
	Summer 2020	2 pupils	1 = Police 1 = School action
	Spring 2020	12pupils	2 = Locala 1 = Northorp Hall 9 = School action

	Autumn 2019	7 pupils	1 = Cafcass 1 = Police 5 = School action
What is our rationale?	Communication between school staff members, between school and home and between school and external agencies is seen as essential for identifying and addressing need. The emphasis placed upon securing positive relationships and trust between school and home, we believe, ensures that the school is more than an intermediary or a facilitator for a service. We believe that the best guidance results from the deepest understanding. Therefore, regular communication exists between home and school for identified families, in the interests of safeguarding the child and ensuring wellbeing.		
What actions have we taken?	Safeguarding forms revised + Report to governors 5 x year + Identification of Vulnerable / Disadvantaged pupils / families (G2) + JW lead + Actions for Vulnerable pupils / families + Staff mentor / "agony aunt" / trusted ear + Community hub (Julie Turner – EAL family). Community support (Jo Long + Shelley Dyson) + Support during "closure" + Safer Recruitment procedures followed for appointment of 2 teachers + caretaker + Northorp Hall sessions for 12 Y3 pupils (anxiety + resilience)		
What is our current evaluation? What should we celebrate?	Interaction with families -bespoke service provided. Formal and conventional ways have often deterred some parents. Many case studies (SM / EG / JT / ER / WFR / CS / HL) Staff interaction / concern level / observation. Vulnerable tracking / Daily follow-up between JR / Class teacher.		
How effective are our procedures?	Whole school training + Parent / student induction Staff knowledge / relationships with parents (trust) Staff expertise / experience – identification + willingness to question. Vulnerable Pupils system Follow up actions – safeguarding report		
How do we educate pupils to manage risk and stay safe?	Knowledge of boundaries (field / ball court / playground / sight of adult) + Reminders (assemblies / PSHE curriculum / class codes) + Fire practice + Stay Safe Inside + Door Policy – seek adult (altered practice) + Badges – identify and ask. Opportunities – visits / playtime leaders / Y6 club / pupil clubs / Befrienders / Buddies / Y5 Nursery / SSOC) End of school arrangements (Playground from Y2 / remain / return)		
What do we believe that excellence looks like?	Clarity of procedures + Direct / swift action / response + Communication at all stages + Knowledge of pupils and parents +Positive relationships +Trust Challenge for all parties. Safety is never assumed.		
How have we been able to evaluate (evidence)	Safeguarding file Parental communication (email / telephone / face to face) + relationships Vulnerable index		

ACTION PLAN FOR SAFETY

IDEAL	SUCCESS CRITERIA	BY JULY 2021	BY DECEMBER 2021	LEADS	RESOURCES	NOTES
Increase leadership capacity and increased knowledge of procedures, practice and support networks.	Re-structure of DSL + extra support to account for staffing change. Knowledge organisers + What to do if...guides Central updates of key pupils for all staff	New DSL established for September 2021 + 1.6 Deputy DSL identified. Single page summary of LA contacts + external organisations. Single page summary of local hubs and contacts.	Training for new DSL + Deputy established. Evidence of networks / hubs being accessed, if appropriate. Evidence of shared leadership.	JR / JW + TBD (KS1?)		Sept 21: Self-help guide for all staff completed. Oct 21: List of useful contacts completed.
Key vulnerable pupils are identified for greater awareness and consistency of approach	Profiles established with all teachers. Information shared with Tas, lunch staff + external		Profile collated and shared.	JW + all staff		Sept 21: Updated list shared with all staff